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**6.1 Legislative frameworks for Safeguarding**

**The purpose of legislation, national policies and Codes of Conduct and Professional Practice in relation to the safeguarding of individuals**

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| **6.1a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘safeguarding’ |  |  |  |
| The main categories of abuse and neglect |  |  |  |
| Common signs and symptoms associated with harm, abuse and neglect |  |  |  |
| **Legislation, national policies** and **Codes of Conduct and Professional Practice** that relate to the safeguarding of **individuals** – both adults and children and young people and what these mean in practice |  |  |  |
| How legislative frameworks support the rights of individuals to be protected from harm, abuse and neglect |  |  |  |
| How concerns or incidences should be recorded and reported |  |  |  |

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| **6.1b Additional AWIFHSC Learning Outcomes:**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Follow your local and workplace **policies and procedures** for safeguarding individuals |  |  |  |

**6.2 Safeguarding individuals from harm, abuse or neglect**

**How to work in ways that safeguard individuals from harm, abuse and neglect**

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| **6.2a Core knowledge learning outcomes for all workers** | **Evidence** | **Assessed by who and when** | **Signatures** |
| The role and responsibilities of health and social care workers in safeguarding |  |  |  |
| The role of **advocacy** in relation to safeguarding |  |  |  |
| The importance of establishing relationships that support trust and rapport with individuals |  |  |  |
| The importance of person/child centred practice in safeguarding |  |  |  |
| The importance of working in ways that uphold the rights of individuals |  |  |  |
| How to promote an environment where individuals can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed |  |  |  |
| How to make individuals aware of how to keep themselves safe |  |  |  |
| How to make individuals aware of the risks associated with the use of social media, internet use and phones |  |  |  |
| How to work in ways that keep both the **worker** and the individual safe |  |  |  |

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| **6.2b Additional AWIFHSC Learning Outcomes:**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Promote and support the safeguarding of individuals |  |  |  |

**6.3 Factors, situations and actions that could lead or contribute to harm, abuse or neglect**

**The factors, situations and actions that could lead or contribute to harm, abuse or neglect**

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| **6.3a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Why some individuals could be more at risk from harm, abuse or neglect |  |  |  |
| Why abuse may not be disclosed by adults, children and young people, family, friends, workers and volunteers |  |  |  |
| **Actions, behaviours or situations that increase the risk of harm or abuse** |  |  |  |
| Features of perpetrator behaviour and grooming |  |  |  |
| Learning from reviews and reports into serious failures to protect individuals from harm, abuse or neglect |  |  |  |

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| **6.3b Additional AWIFHSC Learning Outcomes:**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Promote safe practice and minimise risks to individuals of harm, abuse or neglect |  |  |  |

**6.4 Reporting and recording in relation to safeguarding**

**How to respond, record and report concerns, disclosures or allegations related to safeguarding**

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| **6.4a Core knowledge learning outcomes for all workers** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| How to respond to suspected, disclosed or alleged harm, abuse or neglect |  |  |  |
| Actions to take if harm, abuse or neglect is suspected, disclosed or alleged |  |  |  |
| Actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged, taking account of any future investigations that may take place |  |  |  |
| Boundaries of confidentiality in relation to safeguarding and information that must be shared |  |  |  |
| What is meant by the term ‘whistleblowing’ |  |  |  |
| Why it is important to report any concerns about possible harm, abuse or neglect and the duty that everyone has to do this |  |  |  |
| Potential barriers to reporting or raising concerns |  |  |  |
| Actions to be taken where there are ongoing concerns about harm, abuse or neglect or where concerns have not been addressed after reporting |  |  |  |
| What should be reported and recorded, when this should happen and how this information is stored |  |  |  |
| How to record written information with accuracy, clarity, relevance and an appropriate level of detail |  |  |  |
| The difference between fact, opinion and judgement and why understanding this is important when recording and reporting information |  |  |  |

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| **6.4b Additional AWIFHSC Learning Outcomes:**  **You are able to work in ways that:** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Where and how to access additional personal support if dealing with safeguarding issues |  |  |  |
| Adhere to your **workplace** policies and procedures for recording and reporting concerns |  |  |  |
| Follow workplace policies and procedures to record concerns with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |